

A Guide to the Community Projects

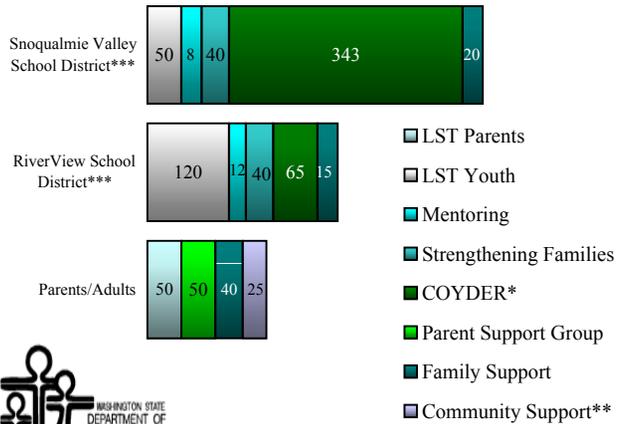
December 2000, Project Action Plan

Snoqualmie Valley Prevention Project

Program Services	Risk Factors										Protective Factors					Science Rigor	Annual Program Service Cost	
	Community Laws and Norms Favorable to Drug Use	Availability of ATOD	Favorable Attitudes Toward the Problem Behavior	Early Initiation of Problem Behavior	Rebelliousness	Lack of Commitment to School	Early and Persistent Antisocial Behavior	Family Management Problems	Favorable Parental Attitudes and Involvement in the Problem Behavior	Healthy Beliefs and Clear Standards	Social Skills	Bonding	Bonding- Family Attachment	Bonding- Attachment to Prosocial Peers				
Life Skills Training – Parent + Youth			♦						♦	♦	♦	♦					5	\$47,000
Mentoring				♦	♦	♦					♦	♦	♦				4-5	\$27,000
Parenting Curriculum w/Strengthening Families									♦	♦				♦			3	\$22,410
COYDER*	♦	♦	♦		♦						♦	♦			♦		1-2	\$22,000
Parent Support Group									♦	♦	♦	♦					1-2	\$2,735
Family Support Home Visitation Program									♦	♦	♦	♦			♦		3-4	\$38,500
Community Support**	♦	♦						♦			♦	♦	♦				1-2	\$4,550

*Community/Youth Development Education, Recreation (includes Youth Council, After School & Break Recreation and Special Events, and RISE)
 **Includes: Family Group Conferencing Training for School Resource Officers, Community Coalition Mobilization

Annual Target Population



Anticipated Changes

Anticipated Number of Participants

- Life Skills Training Parents**
Increase awareness of drug resistance skills and drug abuse information
- Life Skills Training**
Increase awareness/use of self-management skills
- Mentoring**
Increase school performance of youth
Decrease antisocial behavior and feelings of alienation and rebelliousness among youth
- Strengthening Families**
Increase knowledge and use of positive parenting skills
- COYDER***
Increase awareness of drug abuse information
Increase bonding/attachment of youth to school
Increase opportunities for meaningful participation
Increase recognition of achievements
- Parent Support Group**
Improve parent-child relationship, increased bonding/attachment
- Family Support**
Increase awareness and use of positive parenting and family management skills
- Community Support****
Improve positive bonding among coalition member and with larger community
Increase awareness and use of Family Group Conferencing facilitation skills
Changes repeated across multiple program:
Increase bonding and attachment between youth and adult, youth and school, adult and community
Increase awareness and use of general social skills among youth
Increase feelings of caring and support among youth
Increase awareness and use of positive parenting and family management skills
Increase awareness and use of drug

King County - Snoqualmie Valley Community Public Health and Safety Network

Project Action Plan

DSHS, RDA Progress Report 4.43-12C



**State Incentive Grant
COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX**

Community Project Name: Southeast Seattle SIG Prevention Project

Lead Agency for SIG Community Project: Seattle Public Schools

Address of Lead Agency: 1330 North 90th Street, Room 101, Seattle, WA 98103

Phone number/e-mail of Lead Agency: 206-768-3660/rmedsker@is.ssd.k12.wa.us

Project Director: Ruth Medsker and Lauren Edson/ledson@seattleschools.org

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Project Alert – Cross Ages	4	\$50,551	09/01	06/02	Mercer Middle School	Mercer Middle School, Dearborn Elementary, Maple Elementary
2	Tutoring	4	\$51,956	09/01	06/02	Dearborn Elem. – WAPIFASA	
3	Strengthening Multi-Ethnic Families/Parent Involvement	3	\$11,500	09/01	06/02	Maple Elem. - WAPIFASA	
TOTAL			\$114,007				

List Partners: (Indicate specific contribution to prevention service specified, such as: deliver services, in-kind (space, etc), funds, referrals)

- | |
|--|
| <ul style="list-style-type: none"> • Seattle Public Schools • Division of Child and Family Services • Washington Asian Pacific Islander Families Against Substance Abuse (WAPIFASA) |
|--|

Approval Date: _____

Approved By: _____
State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: Southeast Seattle SIG Prevention Project

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1	<ul style="list-style-type: none"> • Early first use • Friends who use/problem behavior • Positive attitudes about use/problem behavior 	<ul style="list-style-type: none"> • Youth arrests for substance abuse • Number of 8th graders who felt that occasional marijuana use had very little or no harm 	1	<ul style="list-style-type: none"> • Skill building • Opportunities for pro-social involvement 	<ul style="list-style-type: none"> • Drug resistance skills • Involved in drug-free activities. 		
2	<ul style="list-style-type: none"> • Academic failure • Lack of commitment to school 	<ul style="list-style-type: none"> • ITBS Scores less than 25th percentile 	2	<ul style="list-style-type: none"> • High expectations and skills for academic success and active involvement 	<ul style="list-style-type: none"> • Student value of school, connectedness to school, and study skills. 		
3	<ul style="list-style-type: none"> • Family management problems • Family conflict • Alienation and Rebelliousness • Disconnection from school • Lack of parent involvement 	<ul style="list-style-type: none"> • CPS involvement • Domestic violence • Youth depression and/or possession of weapons 	3	<ul style="list-style-type: none"> • Healthy Beliefs and clear standards • Opportunities for pro-social involvement • Opportunities to connect with school teachers and other parents 	<ul style="list-style-type: none"> • Awareness of available community resources/supports • Participation in school & community activities • Discussion within family about family's culture values, history and traditions 		

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: Southeast Seattle SIG Prevention Project

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5.			6.			7.	
RESOURCE ASSESSMENT (for Risk Factor/Protective Factor)			PROBLEM(S) RELATED TO PRIORITIZED:			ANTICIPATED IMMEDIATE CHANGES Related to participation in Prevention Services (refers to immediate outcomes)	
<i>Prg Svs #*</i>	<i>Available</i>	<i>Missing</i>	<i>Risk Factor</i>	<i>Protective Factor</i>	<i>Resource Gaps</i>	<i>Prg Svs #*</i>	
1	<ul style="list-style-type: none"> Family Education Levy-supported counselor Classroom space 	<ul style="list-style-type: none"> Prevention services and specific drug education program 	<ul style="list-style-type: none"> A significant number of young people experiencing academic failure and influences to use alcohol and other drugs 	<ul style="list-style-type: none"> Influence outside the school, beyond school control 	<ul style="list-style-type: none"> Staff time and skills not adequate to implement drug education program 	1	<ul style="list-style-type: none"> Decrease initiation rate of marijuana and tobacco use. Increase perception that tobacco and other drug use is harmful
						1,3	<ul style="list-style-type: none"> Increase in resistance and refusal skills
2	<ul style="list-style-type: none"> Teachers School academic goals and plans 	<ul style="list-style-type: none"> Extra one-on-one support for students experiencing academic failure 	<ul style="list-style-type: none"> High number of students experiencing academic failure and lose motivation and connection for school 	<ul style="list-style-type: none"> More adults and staff time are needed to convey recognition, skills, and capabilities of students 	<ul style="list-style-type: none"> Positive adults with skills and time to work one-on-one with students who are not meeting standards 	2	<ul style="list-style-type: none"> Students will show improvement in at least one of these areas: <ul style="list-style-type: none"> Homework – Increase study skills Grades – Teacher reports increase in student math and reading progress Attendance – Students increase school attendance
3	<ul style="list-style-type: none"> School Intervention Team Parent Involvement Coordinator School Counselors 	<ul style="list-style-type: none"> Family education programs which are language-specific and presented in a cultural framework Language Assistance for recruitment and school events School Family Nights and classes 	<ul style="list-style-type: none"> Families struggling with family management problems Families whose first language is not English face challenges in accessing services Families who are disconnected from school staff, school procedures, and fellow parents 	<ul style="list-style-type: none"> Parents need assistance in creating consistent guidelines & in teaching respectful behavior in the home Youth need culturally appropriate supportive services to increase positive community identification Parents need opportunities to come to the school and establish relationships with staff and parents 	<ul style="list-style-type: none"> Staff time and training not equipped to provide parent and youth program Inability provide services in languages other than English 	3	<p>Parents</p> <ul style="list-style-type: none"> Increased connectedness to school and available resources Increased knowledge of communication discipline and development Positive community support Implementation of family rules Positive community and social relationships <p>Youth</p> <ul style="list-style-type: none"> Increase opportunity to demonstrate school accomplishments Increase opportunity to share school programs with their families Increase positive community identification and support

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: Southeast Seattle SIG Prevention Project

8.							9.			
TARGET POPULATION							ELIGIBILITY TO PARTICIPATE (Criteria)			
Prg Svs #*	YOUTH			School Survey		ADULT				
	Proposed	Description (by grade, ethnicity)	By School	Fall 99	Fall 00	Proposed		Description		
1	300	6 th – 7 th graders	Mercer Middle School					All 6 th and 7 th grade students eligible		
	67	4 th – 5 th graders	Dearborn Elementary							
	67	4 th – 5 th graders	Maple Elementary							
2	32	6 th , 7 th , and 8 th graders	Mercer Middle School							Students who do not meet WASL or ITBS standards or are failing in one or more classes. Students being retained at grade level
	17	4 th – 5 th graders	Dearborn Elementary							
	17	4 th – 5 th graders	Maple Elementary							
3		Youth whose parents involvement at their child's school						12	Parents of children enrolled at Mercer and/or partner schools; involved with DCFS	Parents with family management difficulties; families with CPS involvement; parents who request support/training to enhance parenting skills Parents who want to be connected to their child's school
	12	4 th – 8 th graders whose parents are participants in the Strengthening Multi-Ethnic Families Program	Mercer Middle School							
	2		Dearborn Elementary							
	2		Maple Elementary							

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10. PROGRAM ACTIVITY(S) Related to Prevention Actions and Program Services				11. Institute of Medicine PREVENTION DEFINITION			12. DOMAIN(S) OF ACTIVITY(S)	
Prg Svs #		Rigor	Universal	Selective	Indicated	(Community, family, school, individual)		
1	Delivery of 11 core sessions of Project Alert (Mercer Middle School) Series of in-the-classroom education sessions, including: Delivery of 4 sessions of Project Alert (4 th & 5 th graders) <ul style="list-style-type: none"> • Students observe ATOD video presentations Role-play of drug/alcohol refusal skills • Discussion of impact of advertisement of alcohol and tobacco on society • Basic drug education • Students learn about drug-free resources and support services in school and community 	4	X			School		
2	10 or more hours of one-on-one tutoring based on teacher recommendations for improving progress. Encouragement to succeed in school	4		X		School		
3	Various family nights, presentations, and classes will be offered to parents and families throughout the school year in order to increase the school-family-community connection Curriculum will be implemented using arts and crafts, stories, games, drama, and discussion and includes: <ul style="list-style-type: none"> • Ethnic and cultural proficiency • Enhanced relationships/violence prevention • Positive discipline strategies • Rites of passage • Community involvement 	3		X		Family		

13. PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		14. DOSAGE OF EACH ACTIVITY(S).			15. LOCATION OF EACH ACTIVITY(S)	16. ACTIVITY BEGIN AND END DATES	
Prg Svs #*		Number of cycles per year	Number of sessions per cycle	Length (in hours) of each session		Begin	End
1	<ul style="list-style-type: none"> • Skill Building • Opportunities for pro-social involvement 		11-Middle School 4-Elementary	45 minutes	Mercer Middle School Dearborn Elementary Maple Elementary	09/01	06/02
2	<ul style="list-style-type: none"> • Increase academic and study skills • Increase active involvement and positive attachment at school 		20	30 minutes		09/01	06/02
3	<ul style="list-style-type: none"> • Positive Community Identification • Enhance supportive relationships 		9	2 hours	Mercer Middle School	09/01	06/02